DOCUMENT RESUME

ED 028 562 EC 003 622

By-Wiggins, James E.

Status Report of Title VI-A Special Education Projects in Colorado.

Colorado State Dept. of Education, Denver, Div. of Special Education Services.

Pub Date Dec 68

Note-24p.

Available from-Colorado State Department of Education, Division of Special Education Services, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203.

EDRS Price MF-$0.25 HC-$1.30

Descriptors-Aurally Handicapped, Emotionally Disturbed, *Exceptional Child Education, Experimental Programs, Federal Aid, Identification, Inservice Teacher Education, Learning Disabilities, Legislation, Mentally Handicapped, Physically Handicapped, Preschool Programs, *Program Descriptions, Special Classes, Speech Therapists, *State Programs, Summer Programs, Teacher Aides, Visually Handicapped

Identifiers-Colorado, Elementary and Secondary Education Act Title VI, ESEA Title VI Program

Amendments to Title IV of the Elementary and Secondary Education Act and financial expenditures in Colorado are considered. Six programs on the following topics are described: development of an aide program for the speech correctionist; preschool programs for educationally handicapped students; stimulation of classes for the physically handicapped; summer experience programs for the emotionally disturbed; aural and visual identification programs; and an inservice program for the training of regular classroom teachers for the purposes of identifying educationally handicapped children. (LE)

ED028562

STATUS REPORT OF TITLE VI-A SPECIAL EDUCATION PROJECTS IN COLORADO

Colorado Department of Education

Division of Special Education Services

42003 722F

COLORADO DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner
Denver — 1969

COLORADO STATE BOARD OF EDUCATION

Alva B. Adams, Chairman . . . . . Pueblo
(Third Congressional District)

Anna C. Petteys, Vice-Chairman . . . . . Brush
(Member-at-Large)

Jeanne W. Bender . . . . . Thornton
(Second Congressional District)

Hugh E. Chastain . . . . . Durango
(Fourth Congressional District)

Bernice S. Frieder . . . . . Denver
(First Congressional District)

Price $ .75

No charge to Colorado public school districts

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

STATUS REPORT

OF

TITLE VI-A

SPECIAL EDUCATION PROJECTS

IN

COLORADO

Prepared by
James E. Wiggins
Title VI Consultant
Division of Special Education Services

This publication was financed by funds from
Title VI-A ESEA, as amended.

COLORADO DEPARTMENT OF EDUCATION

Office of Instructional Services
Leo P. Black, Assistant Commissioner

Division of Special Education Services
John A. Ogden, Director

December 1968

TABLE OF CONTENTS

		Page
I	Title VI in Colorado	1
II	A Program for the Development of Aides for Speech Correctionists	4
III	The Stimulation of Classes for Physically Handicapped Children - Crippled	6
IV	Summer Program for the Emotionally Disturbed	11
V	An Inservice Training Program for Regular Classroom Teachers for the Purposes of Identifying Educationally Handicapped Children	15
VI	A Program for the Identification of Visually or Aurally Handicapped Children	17

Status report of projects initiated in fiscal year 1968 using ESEA Title VI-A funds. The projects listed and reported upon were funded and carried out from February 1968 through August 1968.

Title VI in Colorado

In November 1966, Congress passed a law amending P.L. 89-10, the Elementary and Secondary Education Act, authorizing Federal funds to be expended for the education of handicapped children.

The three outstanding items of this amendment are:

1. the creation of a national advisory board to advise Congress of the needs of handicapped children
2. the creation of a bureau for the education of the handicapped within the Office of Education
3. the authorization and appropriation of funds specifically for the education of handicapped children.

The primary intent in the passage of this amendment is to initiate, expand, and improve educational services to handicapped children. Since the initial passage of the amendment, the law has been further amended to broaden the scope of Title VI. These amendments to Title VI are:

1. Grants to States
2. Regional Resource Centers
3. Centers and Services for Deaf-Blind Children
4. Recruitment of Personnel and Information
5. Captioned Films for the Deaf.

In July of 1967, the Colorado Department of Education received (under Part A, Grants to States, from the U.S. Office of Education, Bureau of the Handicapped) $21,802 for use in preparing a State Plan for Title VI-A and to prepare a plan for its implementation.

The State Plan was prepared by the Division of Special Education Services staff under the direction of Dr. John A. Ogden. A coordinating

committee and several ad hoc committees were appointed to formulate needs and to give direction for the education of:

1. aurally handicapped
2. educable mentally handicapped
3. educationally handicapped
4. physically handicapped
5. speech handicapped
6. visually handicapped

The ad hoc committees met many times throughout the planning period to make recommendations, investigate needs, and compile information for the coordinating committee to use in drafting a list of priorities and needs for the education of handicapped children in Colorado. The priorities list was then presented to the State Special Education Advisory Committee.

The State Plan incorporating these recommendations was completed by the staff of the Division of Special Education Services, was approved by the State Board of Education, and was forwarded to the Bureau of the Handicapped, U.S. Office of Education. It was accepted, with minor changes, on September 23, 1967.

In February of 1968, the Colorado Department of Education, Division of Special Education Services, received an implementation grant of $131,656. Of the total amount received, $102,000 was used by local school districts in the initiation, expansion, and improvement of programs for handicapped children in the four areas mentioned. From the list of priorities and needs, the Colorado Department of Education,

Division of Special Education Services, selected six areas for implementation:

1. development of an aide program for the speech correctionist
2. preschool programs for educationally handicapped students
3. stimulation of classes for the physically handicapped crippled
4. summer experience program for the emotionally disturbed
5. aural and visual identification program
6. inservice program for the training of regular classroom teachers for the purposes of identifying educationally handicapped children.

Twenty-seven school districts participated in Title VI projects - about 15 percent of the total school districts in the State of Colorado. Although several of the districts have participated in one or more of the projects, the 27 is an unduplicated count of those receiving services through Title VI, fiscal 1968.

A Program for the Development of Aides for Speech Correctionists

The first project implemented with Title VI-A funds was a speech aide program. An ad hoc committee composed of representatives from the five speech training institutions in Colorado, speech correctionists from the local public schools, directors of special education within the State of Colorado, and the Division of Special Education Services staff in the Colorado Department of Education recommended

- a curriculum for the training of speech aides
- the standards to be used in their employment
- the qualifications of the speech correctionist who would employ and utilize the aide
- the selection of districts to participate in the program
- that the basic purpose of the speech aide be to enable the speech correctionist to intensify treatment - and not to increase caseload.

Nine school districts in the Metropolitan Area agreed to participate in the speech aide program: Adams School District No. 1, Mapleton; Adams School District No. 12, Eastlake; Adams School District No. 14, Commerce City; Adams-Arapahoe School District No. 28J, Aurora; Adams School District No. 50, Westminster; Weld School District No. 6, Greeley; Boulder School District No. Re 2, Boulder; the Denver Public Schools; and Jefferson County. Each district was to employ a person who met the committee-developed standards to be trained as a speech aide and to select a speech correctionist who fulfilled the qualifications recommended by the committee.

Adams School District No. 14 agreed to act as sponsor for the project and assumed the administrative functions. Adams School District No. 12 provided a classroom for the three-week training institute. Dr. Gerald Alpiner, Speech and Hearing Clinic at the University of Denver, was appointed as director and overall supervisor of the project.

The speech aide training institute was designed and developed by representatives from the speech departments at Colorado State College, the University of Colorado, Colorado State University, Adams State College, and the University of Denver. A curriculum was outlined and qualifications specified. The institute was in operation for three weeks, from February 12, 1968, to March 1, 1968. The aides had 75 hours of intensive training including practicum experience. The speech correctionists attended the institute and received orientation in the training received by the prospective aides. (Again, it must be stressed that the primary purpose of the speech aide program is to train non-professional people to assist the speech correctionist in intensifying treatment to children with speech disorders in the public schools of Colorado.)

On March 4, 1968, the aides began work in the local school districts under the supervision of the participating speech correctionists. Evaluation of the project began May 27 and continued through June under the direction of Dr. Gerald Alpiner. It included reactions of the aides, the speech correctionists, the supervisor of the program, and district personnel. The completed evaluation is now available and is being distributed to each of the states and to interested parties throughout the country.

The Stimulation of Classes for Physically Handicapped Children - Crippled

The second project implemented under Title VI-A was the three-year stimulation of classes for crippled children.

The ad hoc committee recommended that this program be administered through the Southeast Metropolitan Board of Cooperative Services - which includes the Littleton, Aurora, Cherry Creek, Sheridan, and Englewood school districts - located at 2458 South Wabash in Denver, Colorado.

The program was designed to provide a variety of instructional activities for children with permanent or temporary physical disabilities (severely crippled, extremely limited vitality, or classified as multiple physically handicapped) so severe as to prevent effective participation in a regular classroom setting. Classes were initially planned for three levels: primary, intermediate, and junior high school - or ages 6 to 9, 9 to 13, and 13 to 15. Class size was limited to ten or twelve pupils.

The program was divided into two major phases.

Phase I activities, begun on May 1, 1968, and completed at the beginning of the school year in September 1968, included

1. identification of pupils eligible for enrollment
2. counseling with pupils and parents in preparation for the child's participation
3. development of coordinating relationships with activities of other public and private agencies
4. staffing and staff inservice education for implementation of the program
5. remodeling of classrooms to provide appropriate facilities

6. purchase of instructional supplies necessary to offer an educationally sound program.

Phase II, begun in September of 1968, provides for

1. full implementation of the program including classroom instructions
2. health services
3. physical and occupational therapy
4. psychological services.

Three teachers and two aides are employed on a full-time basis. Two committees have been organized to assist the project director and staff in the planning for and evaluation of the program.

(1) Mr. Don Burton from the United Cerebral Palsy Foundation, Mrs. Catherine Hays, principal of Boettcher School in Denver, and Dr. Robert Weiland, director of special education in the Jefferson County Public Schools have agreed to serve as an advisory committee.

(2) The Southeast Metropolitan Board of Cooperative Services Special Education Program Committee is comprised of the directors of special education services in the five participating school districts: Mr. Lyle Johnson, Littleton; Mr. Carl Slatt, Sheridan; Mr. Reginald Gladhart, Aurora; Dr. Morton Flax, Cherry Creek; and Mr. Donald Harper, Englewood. This committee has met regularly with the director of the Cooperative to evaluate and make recommendations regarding this and other cooperative special education programs within the jurisdiction of the Board of Cooperative Services.

Some of the agencies whose services are to be utilized during the entire course of the project are Colorado General Hospital, Colorado Society for Crippled Children and Adults, Colorado Department of

Education, Colorado Department of Institutions, Muscular Dystrophy Association, Easter Seal Society for Crippled Children, Boettcher School, United Cerebral Palsy, Fletcher Miller School, and Arapahoe Mental Health Center.

This program will later be absorbed and maintained by the districts participating in the Board of Cooperative Services.

Program for Educationally Handicapped Preschool Children

The basic purpose of this program is implicit in its title: "Weld County Title VI Preschool Program for Educationally Handicapped." Under the direction of Mr. Fred Seater (director of the Weld County Title I Cooperative), five school districts are participating: Weld County School District, Gilcrest; Weld County School District 2, Eaton: Weld County School District 5J, Johnstown; Weld County School District 7, Kersey; Weld County School District 9, Ault. After a three-year period, the program - if successful - will be financially assumed by these districts.

The project was divided into two phases.

Phase I instituted identification of educationally handicapped preschool children. Approximately 50 children in the five districts exhibit some of the following symptoms - distractibility, hyperactivity, emotional lability, hyperkinesis, perseveration, obsessive convulsive activity, faulty perception, reversals, and other distortions in the visual, auditory, or kinesthetic tactical perception, integration and/or concept formation, etc.

The Stanford-Binet Intelligence Test, the Frostig Test of Visual Perception, Winterhaven perceptual test, the Draw-a-Person test, the Gesell developmental kit, a school readiness test, a behavior test used by the Gesell Institute, a road map directions test, parent interviews, teachers' anecdotal records, and the opinions of psychologists and other experts were the instruments and methods used in identifying these children.

Certified school psychologists, who used many of the testing materials mentioned as well as new and appropriate instruments for this particular type of child, were utilized in identifying the children who needed this service. Services of the Rocky Mountain Research Laboratory, the Medical Health Advisory Committee, the Weld County Mental Health Clinic, consultants from Colorado institutions of higher education, and other highly recognized experts in their fields were also employed in identification.

Phase II necessitated 1) the provision of a learning situation designed to assist preschool children in overcoming and/or more adequately coping with their specific educational handicap; 2) offering counseling and follow-up services for parents of children diagnosed as educationally handicapped; 3) methods to improve the speaking ability of speech-impaired children; 4) improving the physical health, the self-image, and the emotional and social stability of the children and/or of their families.

Implementation of the prescribed activities resulted in the employment of a certified teacher and the provision of actual classroom settings (for forenoon-afternoon sessions) equipped with materials specifically designed for these children. At the present time, Phase I (identification) is completed. Classes began the middle of June, continued through the summer, were resumed in the fall, and will continue through the 1968-69 school year. Under Phase II innovation and implementation of techniques and materials will be sought and utilized by the personnel in this project.

Summer Program for the Emotionally Disturbed

The ad hoc committee recommended a "summer experience" for educationally handicapped students. Arapahoe School District No. 6, Littleton, agreed to sponsor such a program in which Aurora, Cherry Creek, and Sheridan school districts would participate.

The outlined purposes of the proposed program were

- to extend learning activities beyond the classroom
- to offer an experience different from that of regular school
- to create an extension of teacher-training facilities
- to attract personnel to special education
- to develop a basis for the establishment of a broader summer camp program throughout the State
- to coordinate the efforts of State Department, universities, and school district personnel.

Delineation of specific objectives for the children included

- arranging experiences which augment knowledge, cultivating healthy attitudes and the self-understanding basic to the development of skills, enhancing the attitudes and understandings necessary for working with others, and establishing satisfying human relationships
- training in coping with self and with individual problems
- increasing effectiveness in communicating ideas and feelings.

Psychological evaluation was prescribed for screening and selection purposes.

1. Individual intelligence test - WISC or Binet, if either was not administered within the academic 67-68 year.

2. The new revised form of the Wide Range Achievement Test for upper-elementary-level students.

If not available in the district referring the child, the Arapahoe Mental Health Center made any necessary supplementary testing upon request of the camp director.

Educational, sociological, psychological, and other interpretive measures from classroom teachers, cumulative records, and anecdotes from special services personnel were integrated in the complete evaluation.

The following criteria for admittance were established:

1. Grade level - four through six; ages - nine through twelve (Nine-year-olds repeating the third grade were eligible to be considered.)
2. Average or near-average intelligence - recognizing, however, that intelligence tests may underestimate the capacity of emotionally disturbed children.
3. Specific emotional disturbances exhibited by erratic classroom and/or home behavior, hyperactivity, distractibility, attention-seeking or withdrawn behavior, or uncooperative attitude.
4. Ability to benefit from away-from-home experiences in a summer camp environment. (Consideration of behavior patterns would influence acceptance.)
5. Underachievement in basic subjects of reading, language arts, and arithmetic.
6. Willingness of parent(s) to cooperate.
7. Physical examination by a physician before admittance to camp.

Initial screening of the children was accomplished in the school district in which the child resides. Children were accepted on professional referral only. Referrer was familiar with the purposes and objectives of the program. Final selection was made by a committee composed of personnel from all the participating school districts.

A total of 25 children were selected: 7 from Littleton, 5 from Aurora, 5 from Cherry Creek, 5 from Englewood, and 3 from Sheridan. The deciding criterion was not based on the severity of the child's problem so much as upon the child's probable ability to fit into the camp environment.

The camp staff met June 10, 11, and 12 for planning - and camp was formally opened on June 13 to continue through July 19. Camp Id Ra Ah Je, located near Bailey on Highway 285 about 40 miles north of Littleton and just north of 14,260-foot Mount Evans, was selected for the camp site.

The camp was staffed with a director, five full-time adult counselors - one for each group of five children, a psychologist, a social worker, a recreational director, a nurse, and a secretary. The professional staff met each evening to consider the children's progress, to assist each counselor in planning activities and in evaluating the progress of the individuals within his group, and to help the counselor evaluate his own effectiveness. Consultants from universities and colleges were invited to meet with the camp staff to focus on pertinent issues of interest.

During the five-day residential camp (the children returned to their homes on weekends and over the 4th of July), a full range of individual and group activities was provided: arts and crafts, creative dramatics, music, camp crafts, nature study, and all of the athletic

activities indigenous to an active camping program. A firm structure warranted that each child was aware of what was expected of him, yet was flexible enough to permit spontaneity of action and expression. Contact with professional individuals helped the child cope with personal problems, accept conditions he couldn't change, build a better self-image, and form worthy attitudes as he engaged in a multitude of recreational activities.

The IPTA Children's Personality Questionnaire (forms A and B for ages 8 to 12) was not used as a screening instrument but was administered in the opening weeks of camp and later used for follow-up.

The camp staff met again during the week of July 22-26 for evaluation of the program. Complete reports were written on each child and made available for school district personnel when the children returned to school.

An Inservice Training Program for Regular Classroom Teachers for the Purposes of Identifying Educationally Handicapped and Mentally Handicapped Children

One of the factors limiting the growth of programs for educable mentally or educationally handicapped children in Colorado has been the requirement that each child be administered an individual examination by a qualified school psychologist.

Many writers have questioned this type of assessment. Some have proposed that teachers be trained to do the identification of handicapped children to be placed in special education classes. There are no reports of attempts to do this, carefully correlating results against the findings of qualified psychologists.

A project of this type, if found successful, would help school districts to effectively and efficiently identify handicapped children in a relatively short period of time. It would also encourage more profitable use of psychologists' time - enabling them to consult with teachers and work with individual children rather than spending most of their time in testing.

On July 29, 1968, a "team" was formed - composed of a school psychologist, a school social worker, a teacher of the educable mentally handicapped, a teacher of the educationally handicapped, and a teacher of the culturally deprived. During the ensuing two-week period, this team formulated an inservice program to help classroom teachers identify children who could be candidates for classes for the educable mentally handicapped and for the educationally handicapped. Characteristics of these children were enumerated; definite structured techniques for the teachers to use were developed. The week of August 19, the team met

with the 170 elementary classroom teachers and the 12 principals of the seven districts (with an enrollment of approximately 4,000 pupils) of the Arkansas Valley Cooperative: East Otero, Rocky Ford, Fowler, Cheraw, Manzanola, Swink, and Crowley County - all located in southeastern Colorado. There was an orientation and briefing with the group as a whole. Individual team members worked with smaller groups of teachers, rotating among the groups.

After the teachers have started to use the identification procedures in the pilot testings, members of the team will go back to the Arkansas Valley to answer questions and to help solve problems which may arise.

When the teachers have completed their list of tested children, a random sample of them will be tested individually by the psychologist. Statistical procedures will be utilized to correlate the psychologist's findings against those of the teachers in order to test the validity of the procedure. The inservice team and several teachers and administrators involved in the project will evaluate the results.

A sampling of the teachers will be pretested and post-tested on a teacher-attitude scale to prove the hypothesis that there should be a positive change of attitude after this type of trained inservice.

A Program for the Identification of Visually or Aurally Handicapped Children

This project was inaugurated in El Paso District No. 11, in Colorado Springs, the third largest school district in Colorado.

The basic purposes of the proposed screening clinic were (1) to augment, without fee, services to visually and aurally handicapped children; (2) to offer diagnostic school services during the summer period; (3) to provide data for research in planning; and (4) to coordinate efforts of the school district and community resources.

Based upon the stated purposes, this project seeks (1) to identify children with visual handicaps (2) to identify children with auditory handicaps (3) to acquire data relating the handicap to specific learning disorders (4) to utilize ancillary resources in support of educational planning.

Guidelines for screening physiological disorders were developed with the assistance of specialists licensed to practice ophthalmology and otology in Colorado. Guidelines for screening perceptual disorders were developed by a committee composed of clinical psychologists, school psychologists, certificated special educators, research specialists, and audiometrists.

Screening techniques for vision included such devices as the Snellen Chart (or a Modified Snellen Chart), telebinocular tests, the Dvorine technique for color blindness, visual learning tasks which are found in the Gellner technique. Tests for hearing included pure tone audiometric sweeps, Wepman Word Discrimination Tests, listening tasks of recall, and comprehensive listening skills. In all cases, tests and other procedures used were previously approved by the committee.

A brief medical history and/or a brief social history were prerequisite in selected cases.

A clinic was operating eight hours daily Monday through Friday between July 8 and August 17, 1968.

The results of this program will be available for distribution to interested parties about the first of November 1968.

A particularly interesting aspect realized about half-way through the project was that 161 children receiving remedial reading treatment during the summer were found to have auditory and/or visual handicaps.